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ABSTRACT

The Teacher Educational Experiences Program (TEE) from St. Francis College, Fort Wayne, Indiana was a 1973 Distinguished Achievement Award entry. The program was based on the concept that prospective teachers should be provided with extensive opportunities to work and observe in formal and informal educational settings early in their academic career. The following goals of TEE were based on this concept: a) to provide student teachers with the opportunity to evaluate teaching as a profession and b) to provide participants from the educational community with the opportunity to observe systematically and evaluate student teachers. TEE was divided into three phases: Phase I consisted of coordinated seminars, workshops, and demonstrations; Phase II provided the students with the opportunity to investigate teaching skills and current trends in education; Phase III actively involved the teacher candidates in self-selected encounters. After completion of Phase III, the candidate determined his status in TEE. (The appendixes include information on the program resources and the rationale and a list of the participating faculty members. (Author/BRB)

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SUMMARY OF TEACHER EDUCATIONAL EXPERIENCES PROGRAM

The concept of the Teacher Educational Experiences Program (TEE) originated in meetings of faculty members and student representatives of the Division of Education at Saint Francis College during the Fall Semester of 1971. Faculty members and student representatives agreed that prospective teachers should be provided with extensive opportunities to work and observe in both formal and informal educational settings early in their academic preparation. These opportunities for involvement could enable a student to evaluate teaching as a profession, while at the same time he could be systematically observed and evaluated by participants from the educational community.

In order to provide opportunities for early involvement the Teacher Educational Experiences Program (TEE) was planned and initiated in the Spring Semester of 1972. The program consists of three phases and commences the second semester of a student's freshman year.

Phase I is a series of coordinated seminars, workshops, visitations and demonstrations. During Phase II the teacher candidate investigates in greater depth the skills of teaching and current trends and issues in American education. A major objective of Phase III is to involve the teacher candidate actively in self-selected encounters. At the conclusion of Phase III, the teacher candidate, in conference with his faculty advisor, determines his status in the teacher preparatory program.

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Evaluation and planning are a continuous process in the TEE Program with all faculty members and personnel from other agencies in the educational community actively involved. The opportunities provided for the teacher candidates, and cooperation between the Division of Education and agencies from the educational community, enhances the teacher education program at Saint Francis College.

TEACHER EDUCATIONAL EXPERIENCES PROGRAM: AN AFFECTIVE-BASED PROGRAM OF SELF-SELECTION FOR UNDERGRADUATE TEACHER CANDIDATES

Saint Francis College
Fort Wayne, Indiana

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Description of the Program

A newly designed program for undergraduate teacher candidates at Saint Francis College, Fort Wayne, Indiana, permits freshman and sophomore education students to become meaningfully involved in a wide variety of professional experiences and activities. The TEE (Teacher Educational Experiences) Program, composed of three sequential phases, allows prospective educators the opportunity to determine the feasibility of education as a career by offering substantial and varied involvement early in the teacher-education undergraduate program.

The TEE Program is a two-way street, for while the teacher candidate, through a plan of self-actualization and self-selection, decides if teaching is his "bag," he is systematically observed and evaluated throughout the program by participants from the education community. Participating faculty, public school personnel, and personnel of other cooperating educational agencies provide guidance and counseling to the prospective teacher.

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Phase I of the TEE Program is a series of coordinated seminars, workshops, visitations, and demonstrations. This phase, taken for three semester hours of credit, is taken the second semester of the freshman year. The following experiences were provided during the Spring Semester of 1972 for seventy-two undergraduate students:

Session	Experience
1	Orientation and Introduction of Division Faculty Members and Administrative Details
2	Career Opportunities in Education (Pre-School, Primary, Intermediate, and Junior High School)
3	Systematic Observation and Establishment of Classroom Climate - Demonstration with Junior High School Students
4	Career Opportunities in Education (Senior High School, Junior College, Special Education, School Counseling)
5	Systematic Observation - Live Demonstration with TEE Students
6	Special Education Orientation - Demonstration with Educable Mentally Retarded Students
7	Micro-Macro Demonstration Teaching with Senior High School Students
8	Micro-Macro Demonstration Teaching with Elementary Grade Students
9	Reading Education Orientation - Demonstration with TEE Students
10	Multi-Media Approaches to Classroom Instruction
11	Non-Graded Approaches to Instruction - Demonstration by Mrs. Ruth Swank (1971 Indiana Teacher of the Year) and Her Class

Session	Experience
12	Pre-School Orientation - Demonstration with Head Start Children
13	Micro-Macro Demonstration Teaching with Senior High School Students
14	Orientation to Student Teaching - Presentation by Student Education Association (SEA)
15	Innovations in Education: A Multi Media Approach to Current Trends
16	Evaluation of Phase I by TEE Students and Assignment of Faculty Advisor

During Phase II the teacher candidate investigates in greater depth the skills of teaching, current trends and issues in American education, and other agencies concerned with the education of students in our society. This phase is taken during the first semester of the sophomore year, and can be taken either for credit (CR) or for one (1) semester hour. The following experiences are being provided during the Fall Semester of 1972.

Session	Experience
1	Orientation to Phase II and Administrative Detail
2	Seminar with Individual TEE Advisor
3	Seminar with Individual TEE Advisor
4	On-Campus Presentation - An Alternative Secondary School Program - The Fort Wayne Folk School
5	On-Campus Presentation - Micro-counseling Techniques for Teachers
6	On-Campus Presentation - Students with Problems Sol Wood Youth Correction Center, Fort Wayne, Indiana

Session	Experience
7	Attendance at One Session of the Association of Teacher Educators - Northeastern Indiana Regional Conference
8-14	Off-Campus Visitations to Various Educational Agencies (See Appendix A)
15	Evaluation of Phase II
16	Seminars with Individual TEE Advisor for Placement in Phase III

The major objective of Phase III is to involve the teacher candidate actively in self-selected encounters. This phase is taken in the second semester of the sophomore year and can be taken for either credit (CR) or one (1) semester hour. A partial listing of Cooperating Agencies is included in Appendix A.

At the conclusion of Phase III, the teacher candidate, in conference with his faculty advisor determines his status and area of in-depth preparation in the teacher preparatory program.

Development of the Program

The concept of the TEE Program originated in meetings of faculty members and student representatives of the Division of Education at Saint Francis College during the Fall Semester of 1971. The Division consists of the Departments of Reading, Education, Special Education, and the Program in Guidance and Counseling. The proposal included in Appendix B was drafted by the Division of Education and presented to the Undergraduate Council for their approval.

The proposal was unanimously endorsed in November of 1971 by the Undergraduate Council, and the Division of Education proceeded to develop in depth Phases I, II and III of the Teacher Educational Experiences Program.

Personnel Involved

All faculty members of the Division of Education at Saint Francis College are involved in the TEE Program. During Phase I faculty members are responsible for all sessions and many of the faculty actively conduct live teaching demonstrations in the presence of both TEE students and their colleagues. At the conclusion of Phase I each faculty member is assigned a TEE advisee based on the advisee's area of chosen interest.

During Phases II and III the TEE advisor counsels the student, conducts seminars, and plans experiences based on the TEE student's interests and weaknesses.

All faculty members of the Division perform these responsibilities in addition to their regular teaching load. A listing of the faculty members of the Division of Education to include degrees conferred and area of preparation are included in Appendix C.

Evaluation

During Phase I the teacher candidates were asked to evaluate each presentation on content and the way in which the content was presented. The following quality ratings were utilized.

Figure 1

Presentation:	5	4	3	2	1
	Excellent	Good	Average	Below	Unsatisfactory
Content:	5	4	3	2	1

The results for each session are presented in Appendix D.

At the beginning of Phase I each teacher candidate was asked to indicate his preference as to subject area and grade level for teaching. The candidates were asked the same question at the beginning of Phase II in order to identify students who had changed their preference. Those indicating a change were asked to indicate the reason for this change. The following changes were noted.

Figure 2

	Elem. Ed.	Junior High	Senior High	Special Ed.	Undecided
Same preference:	21	1	16	4	1
Change of preference:	4	0	0	0	2

Two students who had declared Elementary Education as a major decided to major in Special Education, while two students indicated that they were now undecided.

Whereas in Phase I three individuals were undecided as to their major area of concentration, only one remained undecided at the beginning of Phase II. One student indicated a preference for elementary education while the other indicated secondary education as his preference.

Student evaluation criteria by the advisor and cooperating agencies is an on-going process. Requirements vary among faculty advisors and presently evaluation instruments for Phase III are being developed.

Contribution to the Improvement of Teacher Education

The faculty members and student representatives of the Division of Education contend that the Teacher Educational Experiences Program improves the quality of teacher education in the following manner.

1. The program provides opportunities for the teacher education student to decide (1) whether he wishes to make teaching a career, and (2) what age, grade and/or content area he might want to pursue as a major area of emphasis. These provisions are made early in the program thus allowing a student to change his major without being penalized in loss of semester hours of credit.

2. The program provides opportunities for faculty members and other participants from the educational community to systematically observe, evaluate and counsel prospective teachers throughout the student's preparation. Subsequently the teaching competencies of graduating seniors who have progressed successfully through the TEE Program will be increased.

3. The program provides the opportunity for involvement and cooperation between the faculty members of Saint Francis College and personnel from other agencies from the educational community. Therefore, the educational community has an active role in the preparation of educators who they will subsequently employ.

4. Since faculty members are present for the presentations of their colleagues, faculty professional growth is enhanced. Micro-teaching in front of colleagues is quite a challenge!

APPENDIX A

TEE PROGRAM RESOURCES

TEACHER EDUCATIONAL EXPERIENCES PROGRAM

School and Community Resources for Educational and Professional Experiences

Listed below are the names of contact persons and the locations of programs offering educational and/or professional experiences of value to the student of teacher education.

When calling to make arrangements to visit these programs be prepared to furnish the following information to the individual designated as the "contact."

1. Identify the type of program you wish to visit.
2. Identify specific school (if known).
3. Identify person in charge of program or the classroom teacher.
4. Number in the visiting group.
5. Time of arrival.
6. Approximate length of visit.
7. Name of faculty advisor accompanying the group.

Location	Telephone Number
1. Adams Central Community School Corporation 222 W. Washington Street Monroe, Indiana	
Contact: Superintendent's Office	219-692-6151
2. Catholic Diocese Fort Wayne - South Bend School Office 1130 S. Calhoun Street	
Contact: Superintendent	422-4611

Location	Telephone Number
3. Columbia City Joint High School 400 N. Whitley Street Columbia City, Indiana	
Contact: Principal	219-244-5772
4. East Allen County School Corporation Admin. Bldg. - 1240 U.S. Highway 30E	
Contact: Mr. Robert E. Holt Assistant Superintendent (Identify building and principal)	749-5143
5. East Noble County School Corporation	
Contact: Mr. Oren Skinner, Ass't. Principal	219-347-2032
6. Fort Wayne Children's Home 2525 Lake Avenue (behind V.A. Hospital)	
Contact: Mrs. Shirley Jagger Educational Director	
7. Fort Wayne Community School Corporation	422-3575
A. Contact: Dr. James K. Robbins, Director of Secondary Education Miss Mildred Hartman, Director of Elementary Education	
B. Contact: Special Education Center 1671 Spy Run Avenue Mr. Lloyd C. Way, Director of Special Education	743-7893
8. Fort Wayne Folk School and Store 110 West Packard Street	
Contact: Mr. Terry Doran, Director	
9. Fort Wayne Regional Center Barr Street	
Contact: Mrs. Willodean Clinkenbeard, Instructor Home Address: 3121 Delray Drive Fort Wayne, Indiana	483-8916
10. Fort Wayne State Hospital and Training Center Ginsberg Rehabilitation Unit 801 E. State Blvd.	
Contact: Michel Zeis	484-2261

Location	Telephone Number
11. Headstart Program Day Care Centers	
Contact: Dr. Dale Range St. Francis College	Extension 230
(Dr. Range has agreed to serve as resource person for early childhood experiences)	
12. Johnny Appleseed School and Training Center 2542 Thompson Avenue	
Contact: Mrs. Katie Sabree	744-3325
13. Kiwanis - YMCA 2720 Culbertson Street	
Contact: Ms. Bonnie Russell, Director	432-0112
14. Montessori Academy 2726 Lynn Avenue	
Contact: Mrs. Carolyn Grant, Director	483-0953
15. Montessori School (Morning classes only) St. John's United Church of Christ 219 West Washington Blvd.	
Contact: Ms. Kitty Galligan, Director	
16. Precious Blood School 1529 Barthold	
Contact: Principal	742-1864
17. Project Score Manpower Development Program 1711 Maumee Avenue	
Contact: Mrs. Mary Jackson, Lead Trainer	743-3116
18. Rome City Middle School E. Noble County School Corporation Rome City, Indiana	
Contact: Mr. Larry Shomber, Principal	219-845-3241
19. Saint Francis College Reading Center	
Contact: Sister Miriam, Elementary	Extension 253
Sister Arilda, Secondary	Extension 232

Location	Telephone Number
20. Saint Francis College Special Education Resource Center	
Contact: Mrs. Carol Weller	Extension 208
21. St. Vincent's Day Care Center 2000 N. Wells	
Contact: Director	743-5010
22. St. Vincent Villa 2000 N. Wells	
Contact: Director	422-8508
23. Southwest Allen County Schools Superintendent's Office 4510 Homestead Road	432-1951
24. White's Institute	
Contact: Institute Director	

Professional Educators Organizations

1. American Federation of Teachers	
Contact: Mr. Glen Stebbing South Side Athletic Department	456-1173
2. Association of Teacher Educators	
Contact: Dr. Dale Range, President, ATE-NEI	Extension 230
Dr. Stella Crum, Executive Secretary	Extension 280
3. Indiana State Teachers Organization	
Contact: Mr. Gerald Pearson	219-483-9560
4. Student Education Association	
Contact: Mr. J. Wilbur Haley, Sponsor	Extension 280
Dr. Stella Crum, Sponsor	Extension 280

APPENDIX B

TEE PROGRAM RATIONALE

Program Rationale: Teacher Education Experiences (TEE)

Introduction

Today in the educational profession excellence of performance should be the criterion for selection and retention of prospective teachers. The educational profession represents a multi-dimensional challenge to any prospective candidate, therefore, early teacher preparatory experiences should be provided so that candidates have the opportunity to demonstrate those skills which serve as valid criteria for continuance in the program.

Qualitative teacher preparatory programs should take precedence over traditional quantitative programs. The assumption is that prospective employers will hire teacher candidates who have graduated from qualitative programs instead of those candidates who have merely met quantitative standards. It is reasonable to assert that performance criteria are more predictive of success than credit hour accumulation. Furthermore, this position is in accord with the current movement at the state certification level (Division of Teacher Education and Certification).

Prospective teachers should be provided with extensive opportunities to work and observe in both formal and informal educational settings. When the prospective teacher demonstrates a sincere desire to become a teacher, and after the teachers, specialists, administrators and professors with whom he has worked regard him as a potential teacher, the aim of the institution should be to create a learning environment that promotes his self-actualization.

Teacher Education Experience (TEE) should enable the candidate to work directly with youth of various ages and with professional educators in practical situations where he may gain adequate background for self-selection into or out of the teaching profession. Therefore, a structured, supervised program should be established. This approach will permit interested faculty members and public and private school personnel ample opportunity to systematically observe and research the effect that various instructional activities might have upon students as they decide upon the suitability of the teaching profession as a career.

Major Goals

1. After appropriate observation, orientation and participation experiences, the prospective teacher education student will decide (1) whether he wishes to make teaching a career and (2) what age, grade and/or content area he might want to pursue as a major area of emphasis.

2. Based upon established criteria, the division faculty and participating community educators responsible for the TEE will determine the desirability of the candidate for retention in the program and they will make a formal recommendation to the Department Chairman throughout the candidate's Teacher Education Experiences.

Advising and Counseling

The responsibility for advising and counseling the prospective teacher education student will be transferred to those members of the Division of Education faculty who will be responsible for coordination of the TEE. Upon successful completion of the required experiences and an indication of a continuing desire to pursue a teaching career by the student, permanent advisors will be assigned in the student's chosen field of specialization.

This will occur by the end of the student's sophomore year.

Evaluation

Upon acceptance of this proposal by the Department of Education, criteria for evaluation will be developed for each phase of the TEE Program. The criteria will establish procedures and standards for the following areas:

1. Student evaluation of the Program.
2. Faculty evaluation of the Program.
3. Participating agencies' evaluation of the Program.
4. Student self-evaluation.
5. Coordinator evaluation of student performance with provisions for counseling students identified as potentially unqualified to continue in the TEE Program.
6. Final evaluation of the students' fitness to enter the student teaching phase.

Procedures

1. The TEE should be a required program for all undergraduate students with a major in a field of education.
2. The TEE should be a program offered for the second, third, and fourth semesters of the student's enrollment.
3. Freshman student's TEE should be confined to on-campus activities during the second semester of enrollment.
4. The TEE should include both on-campus and off-campus activities during the third and fourth semesters of the sophomore year.
5. Upon completion of the fourth semester of undergraduate study, the student will decide on his status in the teacher education program.

6. Upon completion of the sophomore year the designated faculty members will decide on the future status of the prospective teacher education student by making a formal recommendation to the Chairman of the Department of Education in accordance with established procedures and policies.

   NOTE: Provisions will also be established for transfer students entering the program and Saint Francis students entering the program beyond their freshman year.

Specific Examples of the TEE Program (On Campus)

The student may be involved in the following on-campus activities.

1. Membership and active participation in The Student Education Association.

2. Informal meetings with individual faculty members to discuss specific course objectives and teaching strategies employed by the instructor. Students will be invited by the instructor to observe his classes at both the undergraduate and graduate level.

3. Informal seminars with in-service student teachers.

4. Observations of live and video-taped teaching episodes at various grade levels and in various subjects.

5. Seminars presenting an orientation to the various areas of education such as Special Education, Kindergarten Education, Elementary Education, Secondary Education, etc. These seminars will be team taught by members of the Division of Education with assistance from outside resource persons such as in-service teachers and school administrators.

6. Other experiences suggested by the Department of Education.

Specific Examples of the TEE Program (Off Campus)

At the time of this proposal one possible off-campus experience had been identified. Sister La Reine, principal of Holy Spirit School, was very enthusiastic concerning the involvement of TEE students in the curricular

offerings of Holy Spirit. Teacher Education Experiences in this meeting would include supervising children in a variety of settings, helping teachers in regular classroom instruction, working as tutors with individual pupils who were having learning difficulties, and becoming familar with the responsibilities of teachers, administrators, and other school staff through informal seminars. Upon the acceptance of this proposal by the Department of Education, other agencies will be contacted concerning their involvement in the TEE Program. A partial list of possible agencies includes:

1. Children's and Maternity Homes of Fort Wayne
2. Children's Home, Allen County
3. Deaf Children, Inc., Allen County
4. East Wayne Street Center
5. Jewish Federation, Fort Wayne
6. McCulloch Recreation Center
7. Montessori School, Three Rivers
8. Neighbors, Inc.
9. Neighborhood Services Association
10. Department of Public Welfare of Allen County - Child Welfare
11. YMCA
12. YWCA
13. Mid-Town Day Care Center

APPENDIX C

FACULTY MEMBERS
DIVISION OF EDUCATION

SPEAKER AND CONSULTANT RESOURCE PERSONNEL

Dr. Sylvester Kohut, Jr. -- Secondary Education
(Ph. D. Pennsylvania State University)

Dr. Paul J. Schuler -- Secondary Education
(Ph. D. University of Notre Dame)

Dr. John J. Mealy -- Guidance and Counseling
(Ph. D. University of Wisconsin)

Dr. Richard N. Avdul -- Elementary Education
(Ph. D. Ohio University)

Dr. Stella M. Crum -- Elementary Education
(Ed. D. Indiana University)

Dr. Dale G. Range -- Elementary/Early Childhood Education
(Ed. D. Texas Tech University)

Sister M. Arilda, O. S. F. -- Reading
(M. A. Cardinal Stritch College)

Sister M. Miriam, O. S. B. -- Reading
(Ed. D. Ball State University)

Mr. Bernard Solomon -- Special Education
(Ed. S. California State College)

Mrs. Carol Weller -- Special Education
(Ed. S. University of Florida)

Mr. Stanley P. Frankewich -- Educational Foundations
(M. A. The Creighton University)

Mr. J. Wilbur Haley -- Student Teaching
(M. S. Indiana University)

Mr. John P. Burns -- Audio-Visual Education
(M. S. Ed. Saint Francis College)

APPENDIX D

PHASE I - TEE SESSION STUDENT EVALUATION

PHASE I - TEE SESSION STUDENT EVALUATION

1972

Quality Ratings Utilized

Session No.	(Mean Rating) Content	Presentation	Topics
1	4.23	4.30	Orientation
2	4.24	4.23	Career Opportunities (Elementary)
3	4.82	4.88	Systematic Observation; Classroom Climate
4	3.62	3.52	Career Opportunities (Secondary); Counseling; Special Education
5	4.54	4.69	Systematic Observation; Non-verbal Behavior
6	4.70	4.70	Special Education Demonstration
7	4.80	4.91	Micro Teaching; Set; Stimulus Variation (Secondary)
8	4.55	4.84	Micro Teaching; Lecture (Elementary)
9	3.45	3.45	Reading
10	4.26	4.30	Multi-Media Approaches in the Classroom
11	4.76	4.81	Non-graded (Mrs. Swank)
12	4.23	4.21	Pre-School Orientation
13	4.45	4.40	Microteaching (Reinforcement)
14	4.29	4.26	Student Teaching: SEA
15	4.27	4.22	Innovations in Education
16	--	--	Summation